

ACT Profile Report - State

Graduating Class 2009
Alaska



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This report provides information about the performance of your 2009 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2009 and tested under standard time conditions.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Further, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

25% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 2,254 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 54% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 8% of the cohort took less than three years of math courses. Of these students, 9% were college ready. 14% of the cohort reported taking the minimum math core (Algebra I, Algebra II, and Geometry). 24% of these students were college ready. In comparison, 68% of the students who advanced beyond minimum math core were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 15% of the cohort took less than three years of natural science courses. 19% of these students were college ready. In comparison, 39% of students who took at least three years of science coursework were college ready.

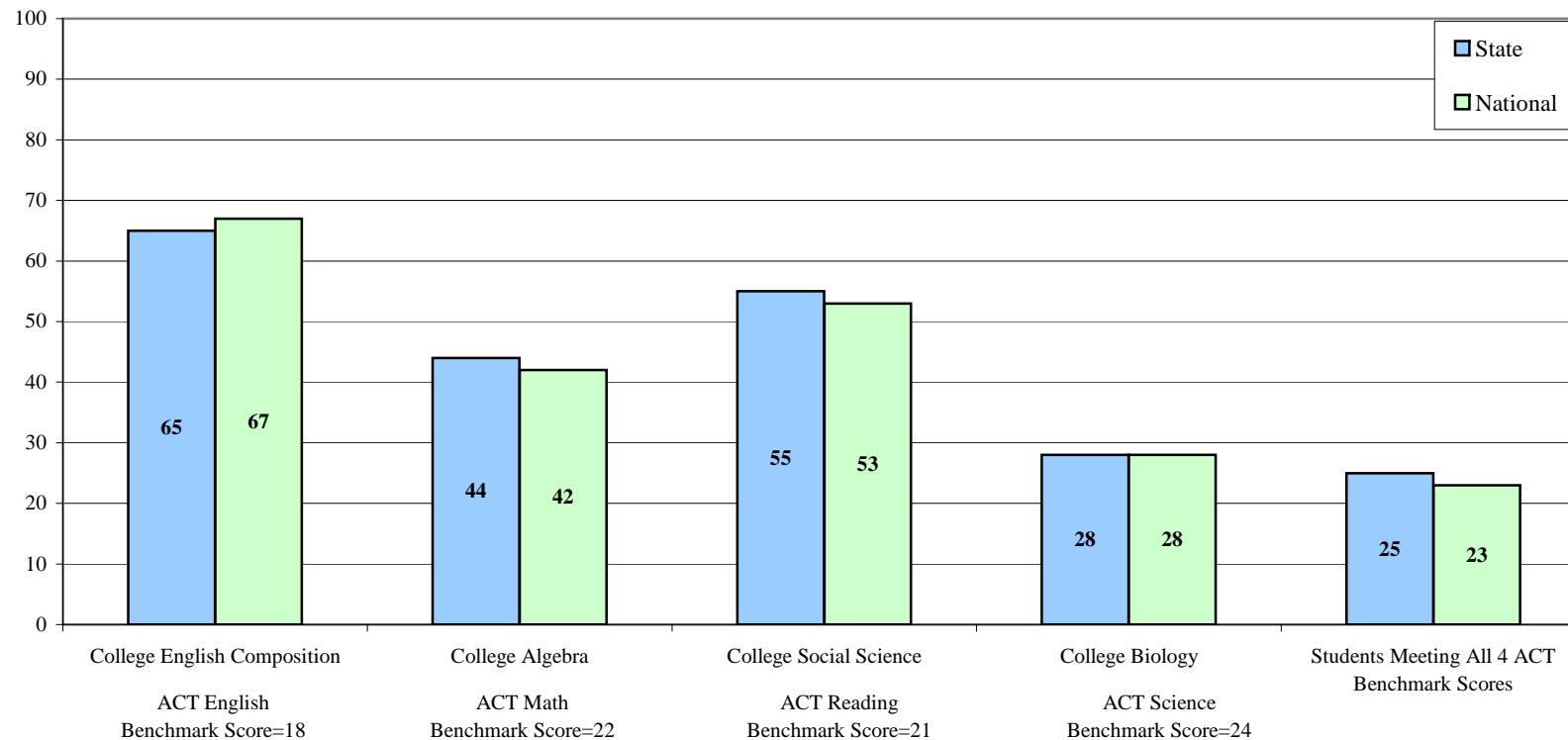
EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 46% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 916-631-9200.

Section I

Executive Summary

Figure 1.1. Percent of Your Students Ready for College-Level Coursework

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Year	Number of Students Tested		Percent Meeting Benchmarks									
	State	National	English		Mathematics		Reading		Science		Meeting All Four	
			State	National	State	National	State	National	State	National	State	National
2005	1,977	1,186,251	67	68	47	41	57	51	32	26	27	21
2006	1,987	1,206,455	64	69	46	42	55	53	30	27	25	21
2007	2,106	1,300,599	65	69	47	43	55	53	31	28	26	23
2008	2,047	1,421,941	66	68	46	43	55	53	31	28	26	22
2009	2,254	1,480,469	65	67	44	42	55	53	28	28	25	23

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2005	1,977	1,186,251	20.5	20.4	21.3	20.7	22.0	21.3	21.1	20.9	21.3	20.9
2006	1,987	1,206,455	20.0	20.6	21.2	20.8	21.7	21.4	20.8	20.9	21.1	21.1
2007	2,106	1,300,599	20.1	20.7	21.3	21.0	21.8	21.5	21.0	21.0	21.2	21.2
2008	2,047	1,421,941	20.3	20.6	21.2	21.0	21.8	21.4	20.8	20.8	21.2	21.1
2009	2,254	1,480,469	20.1	20.6	21.1	21.0	21.7	21.4	20.7	20.9	21.0	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores					
	State	National	English	Mathematics	Reading	Science	Composite	
			State	National	State	National	State	National
2005	1,186,251		20.4	20.7	21.3	20.9	20.9	20.9
2006	1,206,455		20.6	20.8	21.4	20.9	20.9	21.1
2007	1,300,599		20.7	21.0	21.5	21.0	21.0	21.2
2008	1,421,941		20.6	21.0	21.4	20.8	20.8	21.1
2009	1,480,469		20.6	21.0	21.4	20.9	20.9	21.1

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2005	678	590	34	30	23.8	20.6	24.1	20.9	25.1	22.3	23.5	21.2	24.2	21.4
2006	656	627	33	32	23.4	20.8	24.1	21.3	25.0	22.6	23.5	21.3	24.1	21.6
2007	742	660	35	31	23.5	20.2	24.1	20.8	24.9	22.3	23.5	21.0	24.1	21.2
2008	940	548	46	27	23.3	20.3	23.8	20.4	24.6	22.2	23.1	20.8	23.8	21.1
2009	1,228	504	54	22	23.0	19.9	23.6	19.8	24.4	21.8	22.8	20.2	23.6	20.5

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2005			2006			2007			2008			2009		
	N	%	Avg												
All Students	1,977	100	21.3	1,987	100	21.1	2,106	100	21.2	2,047	100	21.2	2,254	100	21.0
African American/Black	33	2	17.7	59	3	17.8	88	4	18.2	57	3	18.7	65	3	19.2
American Indian/Alaska Native	222	11	17.6	244	12	17.2	217	10	17.3	266	13	17.1	337	15	17.2
Caucasian American/White	1,084	55	23.2	930	47	23.3	973	46	23.4	1,033	50	23.3	1,235	55	23.2
Hispanic	39	2	19.6	44	2	21.1	39	2	20.8	54	3	19.9	65	3	20.5
Asian American/Pacific Islander	87	4	22.2	99	5	21.8	108	5	21.0	119	6	21.0	130	6	20.9
Other/No Response	512	26	19.2	611	31	19.4	681	32	19.7	518	25	19.4	422	19	18.1

Section II

Academic Achievement

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	6	100	10	100	23	100	6	100	0	100	36
35	27	100	15	100	14	99	11	100	9	100	35
34	33	99	24	99	47	98	15	99	14	100	34
33	29	97	35	98	66	96	18	99	22	99	33
32	27	96	26	96	57	93	12	98	30	98	32
31	39	95	35	95	74	91	32	97	43	97	31
30	54	93	36	94	109	88	35	96	66	95	30
29	50	90	65	92	77	83	42	94	46	92	29
28	46	88	60	89	74	79	42	92	82	90	28
27	53	86	101	86	89	76	66	91	93	86	27
26	109	84	128	82	63	72	92	88	105	82	26
25	123	79	119	76	86	69	145	84	131	77	25
24	127	74	121	71	105	65	120	77	120	72	24
23	94	68	104	66	100	61	154	72	135	66	23
22	129	64	104	61	113	56	163	65	140	60	22
21	139	58	103	56	149	51	175	58	131	54	21
20	144	52	108	52	119	45	223	50	157	48	20
19	125	45	131	47	115	39	181	40	130	41	19
18	119	40	146	41	81	34	167	32	154	35	18
17	89	35	198	35	105	31	90	25	108	29	17
16	102	31	209	26	103	26	87	21	117	24	16
15	94	26	178	17	78	22	78	17	103	19	15
14	101	22	111	9	127	18	93	13	112	14	14
13	75	18	55	4	88	12	67	9	86	9	13
12	65	14	18	1	75	9	40	6	61	5	12
11	54	11	9	1	62	5	49	4	39	3	11
10	56	9	5	1	21	2	26	2	12	1	10
9	46	6	0	1	17	2	13	1	5	1	9
8	63	4	0	1	6	1	5	1	2	1	8
7	18	2	0	1	8	1	1	1	1	1	7
6	9	1	0	1	1	1	3	1	0	1	6
5	8	1	0	1	0	1	1	1	0	1	5
4	1	1	0	1	1	1	1	1	0	1	4
3	0	1	0	1	0	1	1	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.1 (6.7)		21.1 (5.6)		21.7 (6.8)		20.7 (5.3)		21.0 (5.6)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

ACT Scale Score	English				Reading				Mathematics								ACT Scale Score	
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry					
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP		
18	86	100	21	100	76	100	130	100	85	100	31	100	31	100	31	100	18	
17	78	96	26	99	121	97	88	94	136	96	24	99	15	99	17	99	17	
16	93	93	126	98	145	91	245	90	103	90	82	98	77	98	16	98	16	
15	104	89	138	92	162	85	199	79	146	86	68	94	123	95	15	95	15	
14	96	84	159	86	120	78	181	71	141	79	207	91	204	89	14	89	14	
13	167	80	179	79	171	72	95	63	145	73	182	82	265	80	13	80	13	
12	171	72	242	71	192	65	152	58	206	66	228	74	180	68	12	68	12	
11	162	65	224	60	145	56	179	52	178	57	218	64	250	60	11	60	11	
10	246	58	262	51	207	50	186	44	188	49	350	54	288	49	10	49	10	
9	221	47	197	39	216	41	138	35	199	41	280	38	269	36	9	36	9	
8	166	37	174	30	243	31	175	29	242	32	207	26	267	24	8	24	8	
7	185	29	151	22	166	20	123	22	256	22	123	17	78	13	7	78	7	
6	150	21	108	16	124	13	143	16	145	10	114	11	65	9	6	65	6	
5	144	15	113	11	27	7	140	10	64	4	47	6	57	6	5	57	5	
4	96	8	86	6	54	6	44	4	19	1	42	4	31	4	4	31	4	
3	44	4	38	2	48	4	29	2	0	1	42	2	26	2	3	26	3	
2	42	2	9	1	27	2	6	1	1	1	0	1	15	1	2	15	2	
1	3	1	1	1	10	1	1	1	0	1	9	1	13	1	1	13	1	
Avg (SD)	10.0 (4.0)		10.4 (3.5)		10.8 (3.9)		11.3 (4.1)		10.9 (3.7)		10.4 (3.2)		10.6 (3.2)		Avg (SD)			

¹CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	25	25	27	24	25
Q2 (50th Percentile)	20	20	21	21	21
Q1 (25th Percentile)	15	16	16	18	17

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score Core or More	Average ACT Composite Score Less Than Core
State	All Students	2,254	54	23.6	20.5
	African American/Black	65	60	19.6	18.4
	American Indian/Alaska Native	337	22	22.0	19.1
	Caucasian American/White	1,235	69	24.2	21.1
	Hispanic	65	69	21.5	18.3
	Asian American/Pacific Islander	130	71	21.8	19.0
	Other/No Response	422	29	23.8	19.9
National	All Students	1,480,469	70	22.0	19.1
	African American/Black	196,149	64	17.6	15.9
	American Indian/Alaska Native	15,773	59	20.1	17.4
	Caucasian American/White	941,206	73	23.0	20.1
	Hispanic	133,569	67	19.6	17.3
	Asian American/Pacific Islander	59,093	80	23.7	21.4
	Other/No Response	134,679	63	22.2	19.0

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	20.1	21.1	21.7	20.7	21.0
	African American/Black	18.4	19.1	20.0	18.8	19.2
	American Indian/Alaska Native	15.5	17.9	17.1	17.7	17.2
	Caucasian American/White	22.8	22.8	24.3	22.5	23.2
	Hispanic	19.2	20.5	21.4	20.3	20.5
	Asian American/Pacific Islander	19.2	22.1	20.7	21.0	20.9
	Other/No Response	16.8	18.6	18.5	18.1	18.1
National	All Students	20.6	21.0	21.4	20.9	21.1
	African American/Black	16.0	17.1	16.9	17.2	16.9
	American Indian/Alaska Native	17.9	18.7	19.4	19.1	18.9
	Caucasian American/White	21.9	21.9	22.6	21.9	22.2
	Hispanic	17.7	19.1	18.9	18.8	18.7
	Asian American/Pacific Islander	22.6	24.5	22.7	22.7	23.2
	Other/No Response	20.4	21.0	21.3	20.7	20.9

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	95	4	84	4	150	7	50	2
	28 to 32	216	10	222	10	391	17	163	7
	24 to 27	412	18	469	21	343	15	423	19
	20 to 23	506	22	419	19	481	21	715	32
	16 to 19	435	19	684	30	404	18	525	23
	13 to 15	270	12	344	15	293	13	238	11
	01 to 12	320	14	32	1	192	9	140	6
National	33 to 36	60,269	4	45,198	3	74,801	5	26,524	2
	28 to 32	154,245	10	139,060	9	205,090	14	104,787	7
	24 to 27	251,396	17	293,477	20	226,630	15	287,693	19
	20 to 23	376,203	25	300,212	20	361,756	24	492,815	33
	16 to 19	303,385	20	495,592	33	334,831	23	367,167	25
	13 to 15	179,194	12	198,214	13	195,336	13	131,197	9
	01 to 12	155,777	11	8,716	1	82,025	6	70,286	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	954	42	20.0	22.0	22.0	21.6	21.5
	Females	1,297	58	20.3	20.4	21.5	20.1	20.7
	Missing	3	0	22.0	22.7	27.0	23.3	24.0
National	Males	668,165	45	20.2	21.6	21.3	21.4	21.3
	Females	808,097	55	20.9	20.4	21.4	20.4	20.9
	Missing	4,207	0	20.3	21.2	21.5	20.8	21.1

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students					Meet All Four
		English	Mathematics	Reading	Science	All Four	
State	Males	66	50	57	34	31	
	Females	65	39	54	24	20	
National	Males	65	47	52	33	27	
	Females	69	38	53	24	20	

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ³	Avg
State	Core or More ²	1,228	84	23.0	64	23.6	73	24.4	41	22.8	37	23.6
	Less than Core	504	64	19.9	31	19.8	54	21.8	21	20.2	17	20.5
	Missing	522	22	13.6	9	16.4	14	15.5	5	16.2	3	15.5
National	Core or More	1,039,502	75	21.7	50	21.9	59	22.3	34	21.7	28	22.0
	Less than Core	391,458	52	18.3	25	18.9	38	19.4	16	19.2	12	19.1
	Missing	49,509	35	15.9	16	17.5	25	17.3	10	17.6	7	17.2

¹"Curriculum Taken" reflects overall high school curriculum in this table.²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.³Composite CRB% results reflect students who meet all four subject-area benchmarks.**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More	1,680	79	22.2	1,555	59	23.1	1,634	68	23.7	1,406	39	22.6
	Less than Core	56	63	19.3	179	9	17.3	101	64	23.1	329	19	19.9
	Missing	518	21	13.6	520	9	16.4	519	14	15.5	519	5	16.2
National	Core or More	1,367,549	70	20.9	1,334,313	46	21.4	1,287,169	55	21.7	1,206,541	32	21.5
	Less than Core	73,276	42	16.8	101,413	7	16.5	151,264	41	19.7	230,683	12	18.4
	Missing	39,644	37	16.1	44,743	17	17.5	42,036	26	17.5	43,245	11	17.7

¹"Curriculum Taken" reflects content-specific curriculum in this table.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

Section III

College Readiness and the

Impact of Course Rigor

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

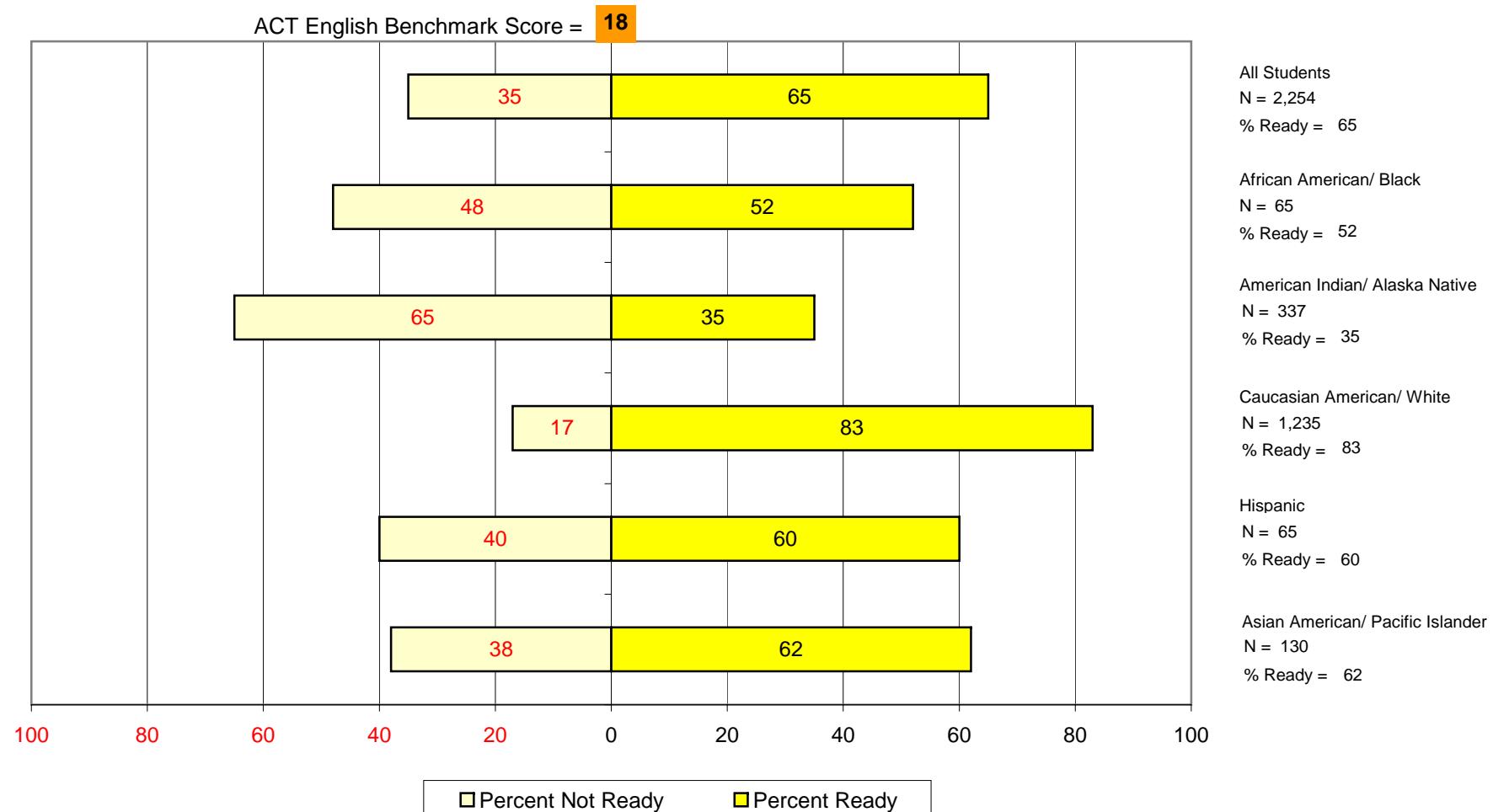


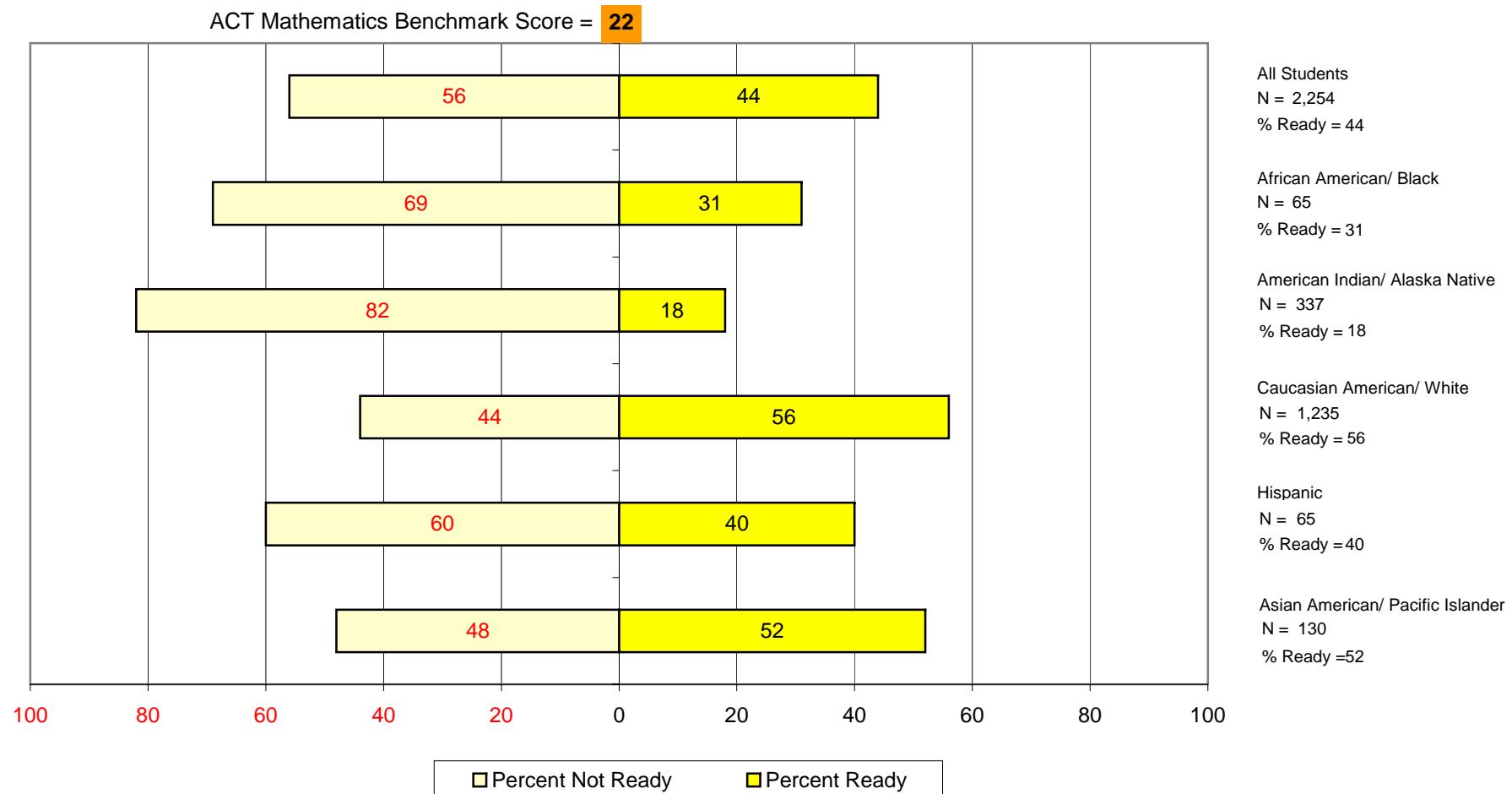
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

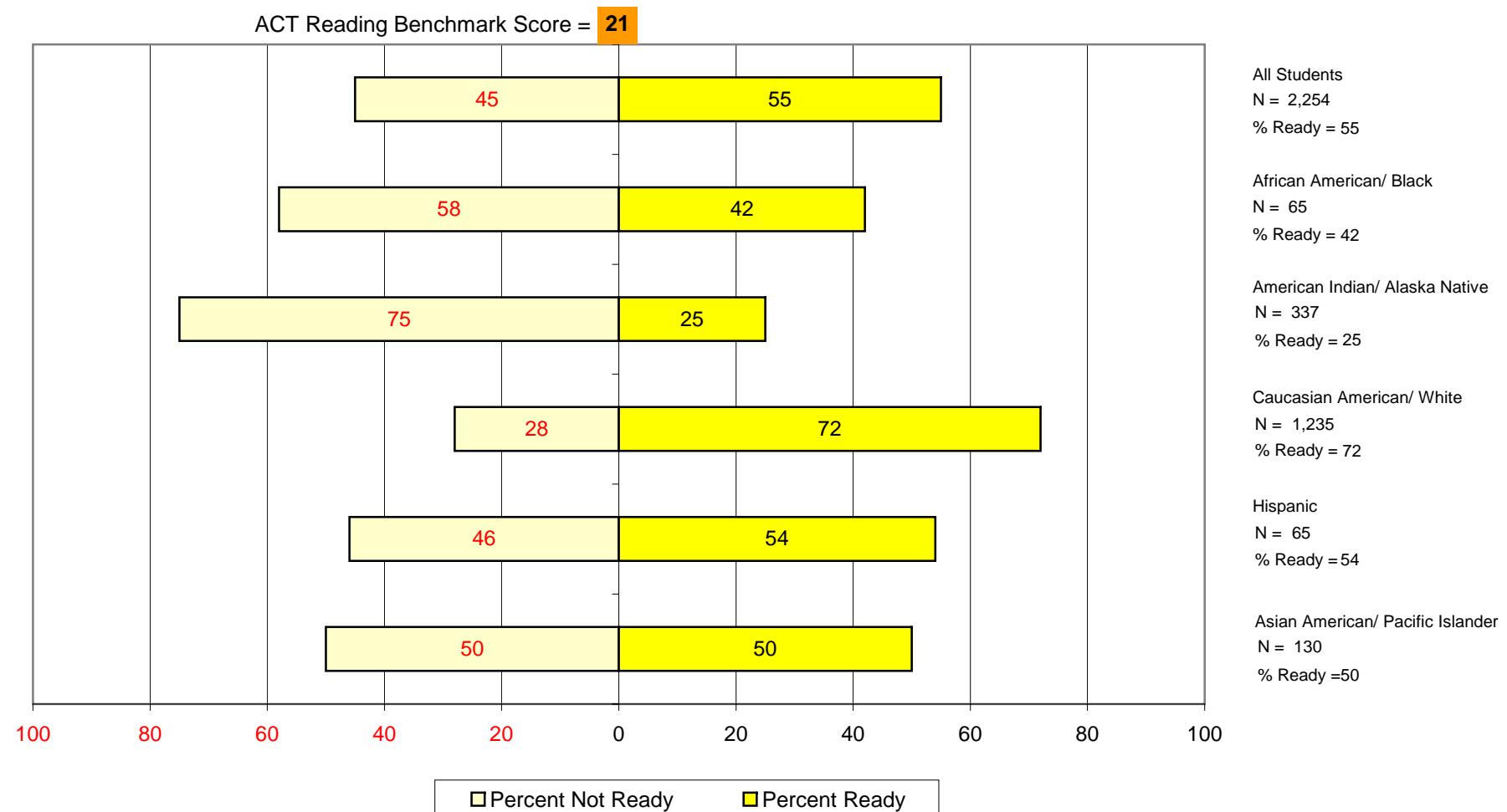
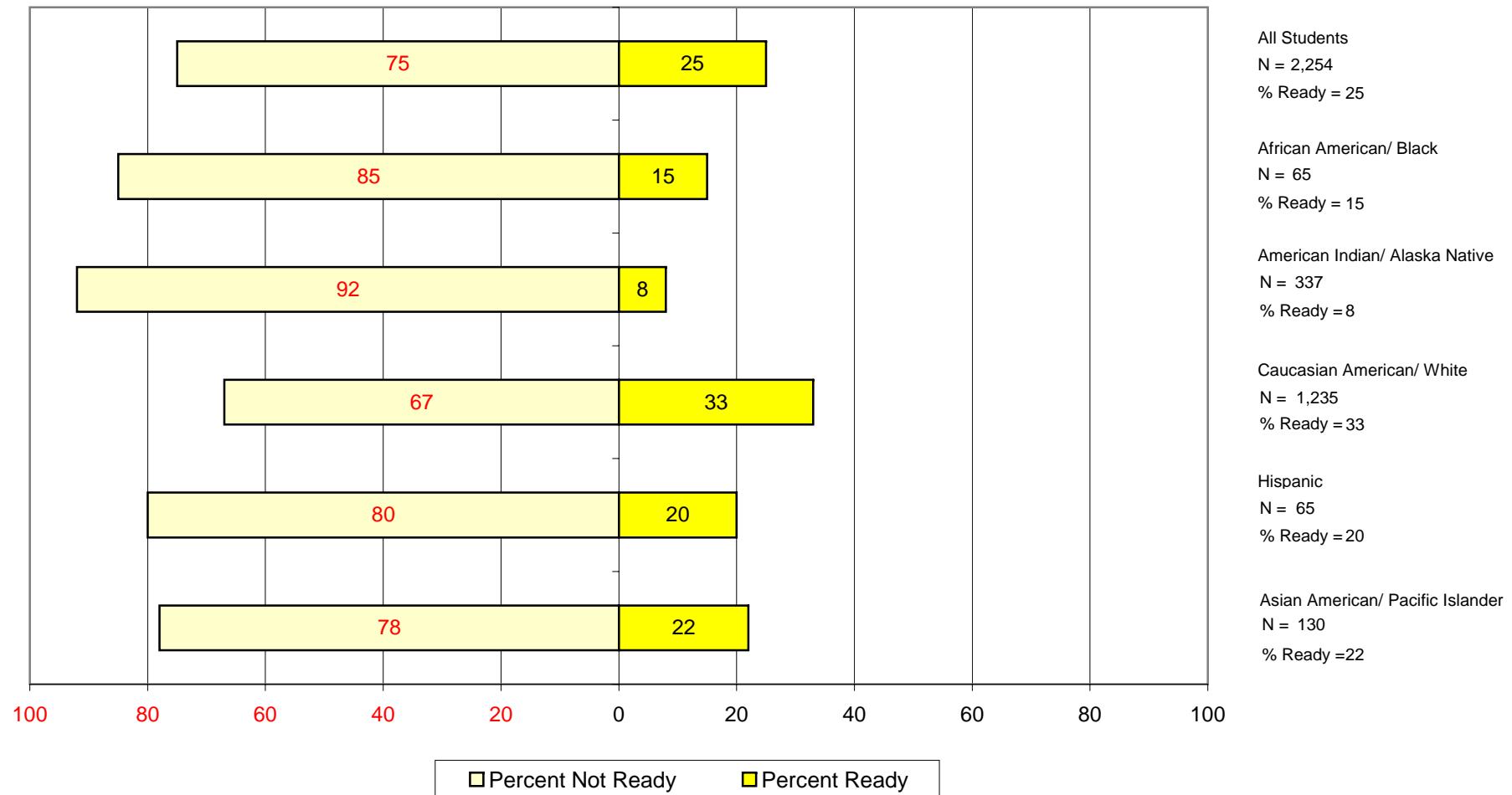


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR



Total Students in Report: 2,254

Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students					Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	
ENGLISH COURSE PATTERN													
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	563	25	22.0	2.9	226	24	22.4	4.1	337	26	21.8	1.9	
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	1,117	50	22.3	3.2	489	51	21.6	3.3	627	48	22.7	2.8	
Less than 4 years of English	57	3	19.1	-	26	3	18.3	-	30	2	19.9	-	
No English course/grade information reported	517	23	13.6	-	213	22	13.8	-	303	23	13.4	-	
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	
Alg 1, Alg 2, Geom, Trig, & Calc	193	9	26.4	9.1	78	8	27.3	9.4	115	9	25.8	9.0	
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	139	6	22.7	5.4	53	6	23.3	5.4	86	7	22.3	5.5	
Alg 1, Alg 2, Geom, & Trig	109	5	21.7	4.4	53	6	22.3	4.4	56	4	21.1	4.3	
Alg 1, Alg 2, Geom, & Other Adv Math	141	6	21.0	3.7	46	5	21.8	3.9	95	7	20.6	3.8	
Other comb of 4 or more years of Math	559	25	25.5	8.2	264	28	26.6	8.7	295	23	24.6	7.8	
Alg 1, Alg 2, & Geom (Min. Core)	312	14	19.0	1.7	117	12	19.7	1.8	194	15	18.6	1.8	
Other comb of 3 or 3.5 years of Math	102	5	20.5	3.2	48	5	20.4	2.5	54	4	20.6	3.8	
Less than 3 years of Math	181	8	17.3	-	82	9	17.9	-	99	8	16.8	-	
No Math course/grade information reported	518	23	16.4	-	213	22	17.0	-	303	23	15.9	-	
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	
US Hist, World Hist, Am Gov, & Other Hist	159	7	23.9	0.8	77	8	23.5	0.4	82	6	24.2	1.0	
Other comb of 4 or more years Social Science	1,014	45	23.6	0.5	423	44	23.6	0.5	590	45	23.6	0.4	
US Hist, World Hist, & Am Gov (Min. Core)	99	4	23.8	0.7	55	6	24.4	1.3	44	3	23.0	-0.2	
Other comb of 3 or 3.5 years of Social Science	362	16	23.6	0.5	157	16	24.1	1.0	205	16	23.3	0.1	
Less than 3 years of Social Science	102	5	23.1	-	29	3	23.1	-	73	6	23.2	-	
No Soc Sci course/grade information reported	518	23	15.4	-	213	22	15.9	-	303	23	15.0	-	
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	
Gen Sci ² , Bio, Chem, & Phys	566	25	23.4	3.5	298	31	24.2	4.2	268	21	22.4	2.7	
Bio, Chem, Phys	181	8	25.9	6.0	74	8	27.2	7.2	107	8	25.0	5.3	
Gen Sci ² , Bio, Chem (Min. Core)	591	26	20.9	1.0	195	20	21.5	1.5	396	31	20.6	0.9	
Other comb of 3 years of Natural Science	68	3	21.3	1.4	32	3	21.9	1.9	36	3	20.8	1.1	
Less than 3 years of Natural Science	330	15	19.9	-	142	15	20.0	-	187	14	19.7	-	
No Nat Sci course/grade information reported	518	23	16.2	-	213	22	16.8	-	303	23	15.7	-	

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	N	State			National			
		Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	563	25	22.0	79	338,118	23	22.0	76
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	1,117	50	22.3	79	1,029,431	70	20.6	68
Less than 4 years of English	57	3	19.1	61	74,090	5	16.7	42
No English course/grade information reported	517	23	13.6	21	38,830	3	16.1	37
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	193	9	26.4	87	92,630	6	24.5	71
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	139	6	22.7	60	135,244	9	22.1	56
Alg 1, Alg 2, Geom, & Trig	109	5	21.7	51	110,962	7	20.0	35
Alg 1, Alg 2, Geom, & Other Adv Math	141	6	21.0	44	220,868	15	20.1	36
Other comb of 4 or more years of Math	559	25	25.5	79	455,130	31	23.9	66
Alg 1, Alg 2, & Geom (Min. Core)	312	14	19.0	24	248,747	17	17.5	12
Other comb of 3 or 3.5 years of Math	102	5	20.5	36	70,732	5	20.1	35
Less than 3 years of Math	181	8	17.3	9	105,591	7	16.5	7
No Math course/grade information reported	518	23	16.4	9	40,565	3	17.7	18
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark
US Hist, World Hist, Am Gov, & Other Hist	159	7	23.9	68	46,754	3	22.8	61
Other comb of 4 or more years Social Science	1,014	45	23.6	69	735,636	50	22.0	57
US Hist, World Hist, & Am Gov (Min. Core)	99	4	23.8	67	84,543	6	20.6	47
Other comb of 3 or 3.5 years of Social Science	362	16	23.6	65	420,236	28	21.3	52
Less than 3 years of Social Science	102	5	23.1	65	152,775	10	19.7	40
No Soc Sci course/grade information reported	518	23	15.4	14	40,525	3	17.5	26
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	566	25	23.4	46	563,824	38	22.2	39
Bio, Chem, Phys	181	8	25.9	66	141,531	10	23.3	47
Gen Sci ¹ , Bio, Chem (Min. Core)	591	26	20.9	25	459,833	31	20.1	21
Other comb of 3 years of Natural Science	68	3	21.3	28	41,353	3	19.8	21
Less than 3 years of Natural Science	330	15	19.9	19	233,215	16	18.4	11
No Nat Sci course/grade information reported	518	23	16.2	5	40,713	3	17.7	11

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	15	1	18.4	3	2	15.3	11	1	19.6
Architecture & Environmental Design	40	2	21.6	3	2	17.3	36	2	22.1
Business & Management	159	7	20.1	14	10	14.9	140	8	20.5
Business & Office	12	1	18.1	2	1	13.5	8	0	18.8
Marketing & Distribution	11	0	20.7	0	0	.	11	1	20.7
Communications & Comm. Technologies	41	2	21.7	3	2	17.0	35	2	21.9
Community & Personal Services	41	2	19.3	4	3	17.8	34	2	19.6
Computer & Information Sciences	50	2	22.8	1	1	21.0	45	3	23.0
Cross-Disciplinary Studies	5	0	25.0	0	0	.	4	0	23.8
Education	87	4	21.2	5	4	15.8	79	5	21.4
Teacher Education	47	2	19.2	2	1	15.5	43	2	19.4
Engineering	183	8	23.1	7	5	14.6	163	9	23.9
Engineering-Related Technologies	105	5	21.8	12	9	15.7	85	5	23.0
Foreign Languages	18	1	20.3	3	2	12.7	14	1	22.5
Health Sciences & Allied Health Fields	346	15	21.4	23	17	16.2	305	18	21.8
Human, Family & Consumer Science	20	1	18.0	3	2	15.0	15	1	19.1
Letters	17	1	21.9	0	0	.	17	1	21.9
Mathematics	24	1	27.5	0	0	.	23	1	28.2
Philosophy, Religion & Theology	9	0	22.6	0	0	.	8	0	22.9
Sciences (Biological & Physical)	179	8	23.9	5	4	18.2	167	10	24.1
Social Sciences	136	6	22.2	1	1	18.0	130	8	22.4
Trade & Industrial	41	2	16.4	11	8	15.1	26	2	17.2
Visual & Performing Arts	107	5	22.1	13	9	15.5	87	5	23.2
Undecided	294	13	22.3	20	14	16.7	225	13	22.8
No Response	267	12	15.6	3	2	15.0	12	1	19.0

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N count for All Students.²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African American/Black		American Indian/Alaska Native		Caucasian American/White		Hispanic		Asian American/Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	29	15.7	0	.	14	14.4	10	18.6	1	14.0	1	16.0	3	12.3
2-yr College Degree	109	15.9	1	13.0	52	14.2	36	18.3	1	18.0	9	15.9	10	16.1
Bachelors Degree	863	21.0	31	18.0	132	17.1	547	22.1	34	20.7	48	20.1	71	21.1
Graduate Study	397	23.6	10	21.8	50	18.8	270	24.9	8	21.6	26	21.1	33	23.5
Prof. Level Degree	463	23.7	18	20.3	65	19.4	279	24.8	14	20.5	34	24.3	53	24.5
Other	64	18.4	1	20.0	14	15.2	32	20.7	3	16.3	5	17.2	9	16.4
No Response	329	17.2	4	18.3	10	16.9	61	23.9	4	21.3	7	18.4	243	15.4

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF ALASKA ANCHORAGE	Alaska	582	316	266	9	26	26	19	13	5	0
UNIVERSITY OF ALASKA FAIRBANKS	Alaska	540	262	278	10	24	24	19	14	8	0
UNIVERSITY OF ALASKA SOUTHEAST	Alaska	76	9	67	20	26	29	14	8	1	1
UNIVERSITY OF WASHINGTON	Washington	69	9	60	1	10	14	23	33	16	1
OREGON STATE UNIVERSITY	Oregon	65	12	53	0	5	14	32	37	11	2
KUSKOKWIM COLLEGE	Alaska	62	26	36	31	48	19	2	0	0	0
ALASKA PACIFIC UNIVERSITY	Alaska	61	12	49	11	21	33	20	11	3	0
WASHINGTON STATE UNIVERSITY	Washington	57	16	41	0	0	21	30	33	16	0
NORTHERN ARIZONA UNIVERSITY	Arizona	54	13	41	0	4	20	30	33	13	0
UNIVERSITY OF IDAHO	Idaho	54	15	39	2	4	20	28	30	15	2
WESTERN WASHINGTON UNIVERSITY	Washington	53	13	40	0	6	15	28	32	17	2
NCAA ELIGIBILITY CENTER	Indiana	52	30	22	0	10	23	29	27	12	0
BRIGHAM YOUNG UNIVERSITY	Utah	50	25	25	0	2	10	26	24	30	8
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	43	14	29	0	2	9	42	19	21	7
UNIVERSITY OF OREGON	Oregon	37	7	30	0	8	14	16	46	11	5
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	35	15	20	0	0	17	34	20	29	0
COLORADO STATE UNIVERSITY	Colorado	33	8	25	0	3	27	15	39	15	0
STANFORD UNIVERSITY	California	33	10	23	0	3	3	9	39	27	18
FORT LEWIS COLLEGE	Colorado	27	6	21	4	37	44	15	0	0	0
SOUTHERN OREGON UNIVERSITY	Oregon	27	6	21	0	11	19	22	30	15	4
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	26	7	19	4	4	31	35	12	15	0
HARVARD COLLEGE	Massachusetts	25	7	18	0	4	16	4	36	36	4
ILISAGVIK COLLEGE	Alaska	25	8	17	12	48	28	4	8	0	0
KENAI PENINSULA COLLEGE	Alaska	25	9	16	24	12	32	20	12	0	0
EASTERN WASHINGTON UNIVERSITY	Washington	23	4	19	0	0	13	43	22	22	0
GONZAGA UNIVERSITY	Washington	23	7	16	0	9	13	35	26	17	0
UNIVERSITY OF MONTANA	Montana	23	4	19	0	4	17	43	17	13	4
PORTLAND STATE UNIVERSITY	Oregon	22	11	11	9	5	23	55	5	5	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	21	6	15	0	14	14	29	19	14	10
SEATTLE UNIVERSITY	Washington	21	7	14	0	0	14	19	43	19	5
All Other Institutions		1,818	447	1,371	3	9	19	24	24	16	3
Total		4,062	1,341	2,721	5	14	21	23	21	13	2

Section V

Optional Writing Test Results

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		English		Average ACT Scores			
					Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	1,161	814,713	22.7	21.5	7.3	7.2	21.9	20.8
African American/Black	42	96,225	18.2	16.5	6.9	6.4	18.3	16.5
American Indian/Alaska Native	83	5,489	19.1	18.9	6.9	6.7	18.8	18.5
Caucasian American/White	785	497,164	23.6	22.8	7.4	7.3	22.6	21.9
Hispanic	39	85,681	19.9	18.4	7.1	7.0	19.7	18.4
Asian American/Pacific Islander	84	44,716	20.2	23.5	7.4	7.6	20.0	22.8
Other/No Response	128	85,438	22.8	21.4	7.4	7.2	22.0	20.8
Males	460	357,025	22.7	21.1	7.1	6.9	21.6	20.3
Females	699	455,190	22.6	21.7	7.5	7.4	22.0	21.2
Missing	2	2,498	20.0	22.1	7.5	7.2	20.0	21.3

